

**PERBANDINGAN PENINGKATAN KEMAMPUAN BERPIKIR KRITIS  
DAN PENURUNAN TINGKAT KECEMASAN MATEMATIK ANTARA  
SISWA SMA YANG MEMPEROLEH PEMBELAJARAN *MEANS-ENDS  
ANALYSIS (MEA)* DAN *PROBLEM BASED LEARNING (PBL)***

Oleh  
**ANANDA LIBISKI**  
**NIM 135050043**

**ABSTRAK**

Penelitian ini bertujuan untuk mengetahui perbedaan kemampuan berpikir kritis, perbedaan peningkatan kemampuan berpikir kritis, perbedaan kecemasan matematik dan perbedaan penurunan tingkat kecemasan matematik antara siswa SMA yang memperoleh pembelajaran *Means-Ends Analysis (MEA)* dan *Problem Based Learning (PBL)*. Penelitian ini merupakan penelitian eksperimen dengan desain kelompok kontrol non-ekivalen dan menggunakan teknik *purposive sampling*. Kelas eksperimen 1 mendapat pembelajaran *Means-Ends Analysis (MEA)* dan kelas eksperimen 2 mendapat pembelajaran *Problem Based Learning (PBL)*. Penelitian ini dilakukan disalah satu sekolah menengah atas. Populasi penelitian ini adalah siswa SMA dengan sampel penelitian adalah siswa kelas X SMA Negeri di Kota Bandung Provinsi Jawa Barat dengan responden penelitiannya adalah siswa kelas X sebanyak dua kelas yang dipilih secara langsung. Hasil penelitian menunjukkan bahwa tidak terdapat perbedaan kemampuan berpikir kritis dan peningkatan kemampuan berpikir kritis antara siswa SMA yang memperoleh pembelajaran *Means-Ends Analysis (MEA)* dan *Problem Based Learning (PBL)* serta tidak terdapat perbedaan kecemasan matematik dan penurunan tingkat kecemasan matematik antara siswa SMA yang memperoleh pembelajaran *Means-Ends Analysis (MEA)* dan *Problem Based Learning (PBL)*. Pembelajaran *Means-Ends Analysis (MEA)* dan *Problem Based Learning (PBL)* akan memberikan pengaruh yang sama terhadap kemampuan berpikir kritis dan kecemasan matematik siswa SMA.

**Kata Kunci:** Kemampuan Berpikir Kritis Matematik, Kecemasan Matematik, Pembelajaran *Problem Based Learning (PBL)*, Pembelajaran *Means-Ends Analysis (MEA)*

**COMPARISON OF IMPROVING CRITICAL THINKING ABILITY AND  
DOWNLOADING OF MATHEMATICAL ANXIETY BETWEEN STUDENT  
LEVELS THAT LEARNED LEARNING MEANS-ENDS ANALYSIS AND  
PROBLEM BASED LEARNING (PBL)**

**By  
ANANDA LIBISKI  
NIM 135050043**

**ABSTRACT**

*This study attempts to know a difference in the capacity think critically, the difference increased capacity think critically, the difference mathematics anxiety and distinction the decline in math anxiety between high school student obtain lessons learned Means-Ends Analysis (MEA) and Problem Based Learning (PBL). The research is research his experiments with design the control group non-ekivalen and using a technique purposive sampling. Class experiment 1 have learning Means-Ends Analysis (MEA) and class experiment 2 have learning the Problem Based Learning (PBL). The study is done occurred in one senior high school. Population this research is high school students from research were students class x public SMA in the greater bandung west java province with respondents his research were students class x as many as two classes are selected directly. The research results show that there is no a difference in the capacity think critically and increased capacity think critically between high school student obtain lessons learned Means-Ends Analysis (MEA) and Problem Based Learning (PBL) and there are no distinction mathematics anxiety and the decline in math anxiety between high school student obtain lessons learned Means-Ends Analysis (MEA) and Problem Based Learning (PBL) . Means-Ends Analysis (MEA) and Problem Based Learning (PBL) will have an influence same on ability to think critically and anxiety math high school students.*

**Keywords:** *Mathematical Critical Thinking Ability, Mathematical Anxiety, Problem Based Learning (PBL), Means-Ends Analysis (MEA)*

**BABANDING PANINGKATAN KAAHLIAN PAMIKIRAN KRITIS JEUNG  
TURUN TINGKATAN KAHARIWANG DIANTARA MATEMATIK DIAJAR  
MURID ANU TANGTUKEUN SMA HARTOSNA-TUNGTUNG ANALISIS  
JEUNG MASALAH DUMASAR DIAJAR**

**Ku  
ANANDA LIBISKI  
NIM 135050043**

**ABSTRAK**

*Panalungtikan ieu boga tujuan kanggo terang beda pangabisa mikir kritis, beda kanaekan pangabisa mikir kritis, beda kahariwang matematik sarta beda penurunan tingkat kahariwang matematik antawis siswa SMA anu meunang pembelajaran Means-Ends Analysis (MEA) sarta Problem Based Learning (PBL). Panalungtikan ieu mangrupa panalungtikan eksperimen kalawan desain jumplukan kontrol non-ekivalen sarta ngagunakeun teknik purposive sampling. Kelas eksperimen 1 mendapat pembelajaran Means-Ends Analysis (MEA) sarta kelas eksperimen 2 mendapat pembelajaran Problem Based Learning (PBL). Panalungtikan ieu dipigawe disalah hiji sakola tengahan luhur. Populasi panalungtikan ieu teh siswa SMA kalawan sampel panalungtikan nyaeta siswa kelas X SMA Nagari di Dayeuh Bandung Propinsi Jawa Kulon kalawan responden panalungtikan na nyaeta siswa kelas X saloba dua kelas anu dipilih sacara langsung. Kening panalungtikan nembongkeun yen henteu aya beda pangabisa mikir kritis sarta kanaekan pangabisa mikir kritis antawis siswa SMA anu meunang pembelajaran Means-Ends Analysis (MEA) sarta Problem Based Learning (PBL) sarta henteu aya beda kahariwang matematik sarta penurunan tingkat kahariwang matematik antawis siswa SMA anu meunang pembelajaran Means-Ends Analysis (MEA) sarta Problem Based Learning (PBL). Pembelajaran Means-Ends Analysis (MEA) sarta Problem Based Learning (PBL) bade mikeun pangaruh anu sami ka pangabisa mikir kritis sarta kahariwang matematik siswa SMA.*

**Saur konci:** *kaahlian pamikiran kritis matematik, Geofisika sarta Seismologi Kahariwang, Masalah Based Learning, Maksudna-tungtung Analisis)*